REPORT OF THE
ADVISORY COMMITTEE ON THE
PUBLIC SCHOOL PROGRAM

March, 1989

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EXECUTIVE SUMMARY

These are the recommendations to the Minister of Education from the Advisory Committee on the Public School Program with respect to the Nova Scotia high school credit system, including the number of credits, the compulsory credits, and the number of hours for credit. These recommendations take into account 172 responses to the Advisory Committee's initial report, which was released as a discussion paper in June, 1987.

It is recommended that the number of credits required for the Nova Scotia High School Completion Certificate be increased from 16 to 18.

It is recommended that the compulsory credits for Nova Scotia High School completion be increased to ten, to include three English; one each in French, mathematics, and science; two social studies [of which one is to be global studies]; one fine arts; and the equivalent of one credit to comprise independent living skills and physically active lifestyles.

Students entering grade 10 in September, 1989 would be required to take 18 credits and to fulfil the compulsory requirements in English, mathematics, social studies and science. The compulsory credits in French, fine arts, and the half credit in independent living skills, and the half credit in physically active lifestyles would be required of students entering grade 10 in September, 1993.

The original recommendation to vary the number of credit hours for certain subjects has been reconsidered and it is recommended that all subjects continue to be accorded a minimum of 120 hours for credit. It is also recommended that all high schools adhere to the minimum regulatory 300 minutes per day of instructional time, and that the existing regulations to this effect be amended to make this clear.

With respect to alternatives to meet the needs of students who may have difficulty meeting the criteria of the existing high school completion program, yet who are electing to stay in high school, a steering committee has been appointed to address this concern, and it is recommended that the committee's initial suggestions be referred to a task force for development of specific recommendations for action.

As the Committee recommended in its earlier report, the Minister instituted a special education high school certificate, and a review of the role of the guidance counsellor led to new guidelines for the guidance program from the Department of Education. The Committee notes with satisfaction that a review of daily physical activity has also been initiated by the Department of Education.

It has been decided not to continue with the recommendation to allow out-of-school credits to be approved by school boards in fine arts. However, honors courses may continue to be offered by boards as at present. The question of summer school funding for remedial and study skill courses has been referred to the Department of Education.

These recommended changes will demand skilled teachers and administrators who are sensitive to the needs of students. Implementation should be accompanied by the necessary attention to related professional development, resources and ongoing communication.

THE ADVISORY COMMITTEE ON THE PUBLIC SCHOOL PROGRAM

The Advisory Committee on the Public School Program is a standing Committee established by the Minister of Education.

Membership on the Advisory Committee is subject to annual review and includes, in addition to staff of the Department of Education, representatives of school boards, educational administrators, teachers, parents, municipalities, and universities, as well as members-at-large.

Terms of Reference

The general purpose of the Advisory Committee on the Public School Program is to examine issues related to the public school program and to make recommendations to the Minister of Education for changes, revisions or modifications to the public school program or to the related sections of the Education Act or the Regulations under the Act. The Committee may receive briefs and other submissions and may, if necessary, appoint subcommittees to study issues related to its specific mandate.

The Advisory Committee on the Public School Program was assigned by the Minister in January, 1986 to make a comprehensive examination of the organization and structure of the public school program for grades 10 to 12.

In this examination, the Committee was to review and report on all aspects of the high school credit system, including the number of hours required for a credit, the number of credits and the compulsory credits required to obtain the Nova Scotia high school completion certificate, and the current system of course coding of credits.

Members of the Advisory Committee on the Public School Program

The Committee was composed of the following representatives:

Mr. B. Robert Haines, Chief Director, Education Programs, Nova Scotia Department of Education, Chairperson.

M. Kenneth Gaudet, Directeur, Programmation française, Élaboration de programmes, Nova Scotia Department of Education.

Mr. Lloyd Gillis, Superintendent of Schools, Halifax County-Bedford District School Board (representing senior education administrators).

Dr. J. Jabbra, Vice-President, Academic and Research, St. Mary's University, Halifax (university representative).

Mrs. Fay P. Lee, Director, Publication and Reference, Nova Scotia Department of Education, Secretary of the Minister's Advisory Committee on the Public School Program.

Mr. Ronald J. Morrison, Assistant Executive Secretary, Nova Scotia Teachers Union.

Mrs. LaJune Naud, Director, Curriculum Development, Nova Scotia Department of Education.

Mr. Karl Perry, formerly Director of Education, Halifax District School Board, and Member-at-large.

Mrs. Cathy Simpson, Nova Scotia Federation of Home and School Associations.

Mr. Ross Thompson, Chairperson, 1988-89, Nova Scotia Teachers Union Curriculum Committee.

Mr. Michael J. Woodford, Executive Director, Nova Scotia School Boards Association.

Mrs. Marilyn Worth, formerly Dartmouth District School Board, and representative of Nova Scotia School Boards Association.

Mr. Sherman Zwicker, Executive Director, Union of Nova Scotia Municipalities.

Previous representatives:

Ms. Jane Aalders, Nova Scotia Teachers Union (to August, 1986).

Mr. Andrew Archibald, Member-at-large (to July, 1986).

M. Jean-Roland Aucoin, Nova Scotia Department of Education (to June, 1986).

Ms. Janet Carney, Nova Scotia School Boards Association (to June, 1986).

Mr. Gordon Hammond, Member-at-large (to July, 1986).

Dr. Pauline Jones, University representative (to June, 1987).

Dr. Murdock MacPherson, Nova Scotia Teachers Union (to June, 1987).

Mr. William Redden, Nova Scotia Teachers Union (to August, 1988).

Mrs. Joanne P. Thompson, Member-at-large (to June, 1986).

Sub-Committees

Recognizing the need to carry out further study in a number of areas where queries or concerns had been raised, the Committee exercised its prerogative to establish sub-committees to assist it in carrying out further study, as follows:

1. Sub-Committee on Acadian Programming

Mr. Kenneth Gaudet, Advisory Committee, Chairperson
Mr. Ronald J. Morrison, Advisory Committee
Mr. Stan Surette, Superintendent of Schools, Conseil Scolaire Clare-Argyle School Board.
M. Robert Fougere, Richmond District School Board

2. Sub-Committee on Alternatives

Mrs. LaJune Naud, Advisory Committee, Chairperson
Dr. Joan Backman, Director, Learning Disabilities, Nova Scotia Department of Education
Mrs. Grace Beuree, Assistant Director, Curriculum Development, Nova Scotia Department of Education
Ms. Jean Bremner, Department Head, Alternate Programs, Queen Elizabeth High School, Halifax District School Board
M. Kenneth Gaudet, Advisory Committee
Mr. Lloyd Gillis, Advisory Committee
Mr. J. James Keith, Superintendent of Schools, Kings County District School Board
Ms. May Lui, Education Officer, Nova Scotia Human Rights Commission
Mr. Sam MacDougall, Assistant Superintendent of Program, Pictou District School Board
Mr. Brian McCabe, Principal, Reserve High School, Cape Breton District School Board
Mr. Doug Melville, Vice-Principal, Sackville High School, Halifax County-Bedford District School Board
Ms. Kathie Swenson, Executive Director, Youth Initiatives, Department of Advanced Education and Job Training
Mr. Lorne White, Retired Educator

3. Research Working Group

Mr. M. J. Woodford, Advisory Committee, Chairperson
Ms. Sharon Findlay, Co-ordinator, Research and Information, Nova Scotia School Boards Association
Mr. Lloyd Gillis, Advisory Committee
Mrs. Bette Kelly, Director, Research, Nova Scotia Department of Education
Mr. Dennis Pilkey, Co-ordinator, Management Information Systems, Nova Scotia Department of Education.

4. Business Education Sub-Committee

Mrs. LaJune Naud, Advisory Committee, Chairperson
Mrs. Nancy Hyland, Business Education Consultant, Nova Scotia Department of Education
Mr. Ronald J. Morrison, Advisory Committee

Meetings

The Advisory Committee on the Public School Program has met as follows:

Thursday, January 30, 1986
Monday, February 24, 1986
Monday, March 24, 1986
Monday, April 28, 1986
Monday, June 2, 1986
Wednesday, June 18, 1986
Wednesday, July 2, 1986
Wednesday, August 13, 1986
Monday, September 22, 1986
Monday, October 20, 1986
Friday, November 14, 1986
Thursday, December 11, 1986
Monday, December 29, 1986
Friday, January 23, 1987
Wednesday, February 4, 1987
Wednesday, February 18, 1987
Monday, March 9, 1987
Tuesday, March 24, 1987
Monday, March 30, 1987
Monday, April 6, 1987
Friday, September 25, 1987
Wednesday, December 9, 1987
Wednesday, January 13, 1988
Thursday, February 11, 1988
Friday, February 26, 1988
Tuesday, March 29, 1988
Friday, May 27, 1988
Monday, June 27, 1988
Monday, August 22, 1988
Tuesday, August 23, 1988
Monday, September 19, 1988
Monday, October 17, 1988
Monday, November 7, 1988
Friday, December 9, 1988
Wednesday, December 21, 1988
Friday, January 6, 1989
Tuesday, January 17, 1989
Friday, January 20, 1989

The business of these meetings is recorded in the Minutes.

Professional and Public Input

Following consideration of professional and public opinion obtained through briefs and other submissions, and a survey of high school graduation requirements across Canada, as well as of courses being taken by recent Nova Scotia high school graduates, the Advisory Committee made initial recommendations to the Minister in June, 1987.

The Committee arrived at eight recommendations and identified eight other areas for future review and action.

As recommended, the Committee report was released as a discussion paper and was reprinted in the Department of Education newsletter Education Nova Scotia. Copies of the report were sent to all who made submissions, as well as to school boards, Members of the Legislative Assembly, universities, libraries, education administrators, teachers, news media and a variety of interested organizations. Approximately 18,000 copies were distributed.

The recommendations were also published in the Nova Scotia Teachers Union publications, Teacher, and Aviso, which carried a feature interview with the Chairman and with the NSTU President on the implications of the recommendations for teachers and students.

The Chairman and/or Committee members met with various groups upon request, including superintendents of schools, inspectors of schools, local administrators, the Youth Advisory Council, Voluntary Economic Planning, education students, NSTU special associations, and school board members to provide clarification as necessary, and to answer questions.

Responses

There were 172 written responses received from the organizations and individuals that are listed on pages 36-42.

Information Gathering and Statistics

The Advisory Committee established a sub-committee on alternatives, a sub-committee on Acadian programs, and a sub-committee on business education, as well as a research working group, to assist it in the additional information gathering and research needed to confirm or investigate points made in the first report, or raised by respondents to the report.

In the course of its review, the Committee referred to Department of Education statistics on courses being offered by Nova Scotia high schools of various enrolments throughout the province.

With the assistance of the Department of Education Research Section and a sample of large and small high schools, the Research Working Group carried out a survey of subjects taken by 1988 high school graduates, which provided information not previously available other than in the earlier survey of the same nature, carried out for the Committee in 1986.

The Acadian sub-committee obtained information on French courses taken by high school students over the past five years. It also provided the Committee with the reaction of the Acadian education community to the proposals as they would affect designated Acadian schools and the education of Acadian students.

The Advisory Committee also considered the results of a 1988 survey of the high school graduation requirements of all the provinces, drawn up by Directors of Curriculum Development at an interprovincial meeting of that group in the spring of 1988.

The Nova Scotia School Boards Association provided a synopsis of the reactions of the 18 school boards that responded to the report and its recommendations, together with its summary of other recommendations received up to April, 1988.

The Nova Scotia High School Completion Program
Philosophy and Goals

In considering its recommendations with respect to the high school credit system, the Advisory Committee on the Public School Program referred to the aims and objectives of education in Nova Scotia and considered how best to meet these at the high school level.

The Committee also found it useful to clarify and restate the broader philosophical principles of education by which it had been guided in arriving at these decisions.

The Committee believes that excellence in education in the high school may be judged not only by the quality of individual courses, but also by the diversity of educational experiences in which students participate, and by the number of individual students whose needs are met at every level of interest and ability. In addition the Nova Scotia high school program should be in harmony with what has gone before in the elementary and junior high programs. This implies a greater extension into junior and senior high school of the student-centred approach that is now the practice at the elementary level.

High schools must offer a balanced curriculum which emphasizes within each discipline the processes by which students learn as well as the skills and content that they acquire. Students must have time to reflect on and frequent opportunities to experiment with and discuss these learning processes.

A common shared educational experience should be provided by schools to all students who complete the high school program. It should, in addition, be mandatory for school boards to provide a range of options, developed and prescribed by the Department of Education, from which students may select according to individual needs and objectives.

The high school has a responsibility to serve the broad civic, social and aesthetic needs of students and society. In the Canadian context, this demands appropriate focus on the acquisition of the official languages of Canada, and on a broader perspective of the world. It requires educational experiences that will help cultivate students' aesthetic sense and develop their awareness of cultural matters.

Today's high school must take account of the changing demands upon the student. It must consider the emotional as well as the educational needs of students, and should help them to find acceptable and productive ways of meeting those needs. Factors in the changing social climate that affect students and must be considered by the school are, for example, the dramatic changes of recent decades in family structure and patterns; the increased mobility of families both within Canada and across national borders; and the entire area of human rights and related legal issues now being explored and defined. In addition, the expectations and awareness of high school students themselves are being raised, as the rights of children and youth are more clearly defined.

Yet another factor is the rising student retention rate in Nova Scotia, influenced by a wider access by all to education, and a recognition of the rights of children with special needs to be integrated with their peers in the public school setting. At the same time, a steady growth in the percentage of the population over age 65, will demand foresight and ingenuity on the part of society's younger members to ensure that this expanding potential resource is not neglected.

Students need also to develop confidence and competence in the use of technology as an effective tool to support their learning both within the school and in their lives outside of school. Many students must develop the necessary skills to permit them to use technology on the job. Overall, students will have to address a number of social issues as a result of the continued expansion of technology. They must be encouraged to develop the ability to make sound judgments on these issues.

To meet changing needs and expectations, the administrative structure of education and the approach to teaching need to be adapted, along with the program, to reflect the changing composition of the high school population, and the heightened expectations of parents, society and students themselves. Teachers and administrators must be helped to acquire new and further knowledge of how students learn. Emphasis on process learning should no longer be confined to the earlier grades but should be considered just as necessary by high school teachers. High school students need to acquire the ability to cope with the information explosion, as well as the self-confidence, decision-making skills, and adaptability to deal with the possibility of multiple job changes, new technologies, and more complex work and leisure time demands. They need to understand how learning and problem solving take place and how they can be facilitated.

The Department of Education, school boards, and teachers each have a vital role in helping students to develop. It is essential that the curriculum be regarded as a means of building learning skills and of fostering individual strengths, and of producing active learners, as well as a means of transmitting knowledge and information which may, in fact, be subject to change in a short time.

Students must continue to be regarded as individuals within the formal structure of school, as has become customary at the elementary level. Their distinctive needs should be recognized and met on an individual basis. There are Nova Scotia school systems, administrators and teachers who are beginning to organize the delivery of education in this fashion, but it must become the practice in all schools in order for students to profit as fully as possible.

It is in this spirit that the Advisory Committee on the Public School Program submits the following recommendations which it hopes are forward-looking and flexible. It is the desire of the Committee that these recommendations may assist all students who wish to complete a high school education that is practical, individualized, and, above all, fulfilling.

Recommendations

of the .

Advisory Committee on the

Public School Program

RECOMMENDATION NO. 1
COMPULSORY CREDITS

(a) For the purpose of the Nova Scotia High School Completion Certificate, it is recommended that there be 10 compulsory credits:

Compulsory Credits

3 English Language Arts
1 French Language Arts (Acadian schools - 3 French)
1 Mathematics
1 Science from:
  Physics
  Chemistry
  Biology
  Physical Science
2 Social Studies:
  1 Global Studies
  1 from Geography
       History
       Economics
1 Fine Arts from
  Drama
  Music
  Art
½ Independent Living Skills
½ Physically Active Lifestyles

Total = 10 compulsory credits (Acadian schools = 12)

(b) It is recommended that school boards be allowed up to five years to permit the resources to be assembled for full implementation of the compulsory French, fine arts, independent living skills and physically active lifestyles credits. Students entering grade 10 in September, 1989 will be required to take 18 credits and to fulfil the compulsory requirements in English, mathematics, social studies and science. Compulsory credits in French, fine arts and independent living skills and physically active lifestyles will be required of students entering grade 10 in September, 1993.

(c) It is further recommended that the high school completion program for students in Acadian schools continue to be reviewed as to the implications and implementation of these changes, with the assistance of a Minister's Comité Avisoire sur l'Éducation, involving representatives of the Acadian community.

(d) It is recommended that the role of business education be reviewed by the sub-committee on business education of the Advisory Committee on the Public School Program, and that this review be considered at an appropriate time by the standing advisory committee.

Compulsory Credits: Responses to Committee's 1987 Recommendation

The Committee had recommended that the number of compulsory credits required for the Nova Scotia high school completion certificate be increased from 4 to 10 for English schools and from 7 to 12 for Acadian schools to provide additional content, wider exposure and improved balance.

It was recommended that the compulsory credits be 3 English, 1 French, [3 French for Acadian schools], 1 mathematics, 1 science from either physics, chemistry, biology or physical science, 1 social studies from geography, history or economics, plus 1 global studies, 1 fine arts from drama, music, art or other as approved and 1 practical and technical arts from a list of 8 (home economics, industrial arts, life skills, computer studies, business education, physical education, career studies, health education). Canadian studies would no longer be compulsory, since it is now covered extensively in the upper elementary and junior high grades.

The proposed increase in the number of compulsory credits for high school completion met with a favorable reception from the majority of respondents. Most agreed that the present requirement of compulsory subjects (3 English Language Arts, 1 Canadian Studies), is inadequate for the demands of life, employment or higher education upon today's student.

Most of the individual compulsory subjects that had been recommended by the Advisory Committee were also found to be generally acceptable by the majority of respondents, although several found the list of practical and technical arts too long and diverse.

There were requests for certain additional subjects to be made compulsory, or to be accorded special treatment, as in the case of physical education and health. Home economics teachers and other groups indicated the need to include life skills as a compulsory subject. There were many requests by geology teachers for geology to be included with physics, chemistry, biology and physical science as one of the group of sciences from which a compulsory could be selected. Attention was called to the unique culture, language and related educational needs of Micmac native students, and to the special circumstances of new immigrants for whom English or French is not the first language.

There were requests for two compulsory mathematics and/or two sciences, rather than one as recommended. These were seen as increasingly important areas for the workforce in an advanced technological society, or they were perceived by some respondents as being neglected by students.

The recommendations that Canadian studies be replaced by a course in global studies, and that there be a compulsory fine arts credit met with general approval, although some administrators expressed concern about the implications for staffing and facilities of the latter requirement.

In the case of the proposed new requirement in global studies, there were questions about what this would entail, and whether it could include subjects other than social studies. Several respondents requested that it be a new, specifically designed course rather than an adaptation of existing courses.

Some concern was expressed that students with certain learning disabilities could have difficulty in obtaining the French second language credit and teachers of French recommended development of courses designed to meet the needs of those who might have difficulty in language learning. Representatives of the business sector, and of the university community strongly supported the proposed compulsory French credit.

It was noted that the French requirement would have the further effect of making French compulsory for students in grades 7, 8 and 9, which is not presently the case. There was also concern about the difficulty in obtaining enough teachers of French even to meet present needs, and the suggestion was made that additional time would be required in implementing a requirement for French.

The categorization of business education as courses under the practical and technical arts category, rather than a separate program as it is presently offered in a number of high schools, met with objections from some respondents who pointed out that, particularly in rural areas where there is no vocational program available, high school business education is a useful option that provides students with valuable marketable skills. In addition, there was some concern expressed about accessibility to the business education programs of the new community college system.

Compulsory Credits: Committee Review and Rationale

English Language Arts [recommended in June, 1987 - 3 credits] and French Language Arts [recommended in June, 1987 - 3 credits for Acadian schools]

There was a unanimity of response regarding the lifelong importance of competent use of language. The Advisory Committee recommends that three credits in English Language Arts should be required for the Nova Scotia high school completion certificate. In addition, three French language arts credits should be required for the Acadian schools certificate.

French Second Language [recommended in June, 1987 - 1 credit]

The Committee recognizes the difficulty in obtaining enough French language teachers for the immediate implementation of the compulsory French second language credit that it had originally recommended, and it acknowledges that the move to require a high school credit will have the effect of making French compulsory for all students at the grades 7-9 level. However, it reaffirms its view that a knowledge of French is an asset, and sometimes a requirement, in the working and leisure life of Canadians, and to a growing extent on the national political scene.

The Committee obtained and studied further information supplied through the Acadian sub-committee, including statistics on the number of

French courses taken by high school students over the past five years. These indicated an increasing number of high school students taking French each year. It is probable, however, that it would present a major challenge to introduce French as a compulsory subject, without providing more time for school boards to obtain the necessary resources, including sufficient teaching staff.

The Advisory Committee therefore concludes that French second language instruction should be required as a long-term goal of high school education, with one compulsory credit to be phased in as a requirement over a maximum of five years. This initial credit should be regarded as a first step, with future action to be considered after it is fully implemented.

It is accordingly recommended by the Advisory Committee that there should be a requirement for one credit in French second language for the purpose of obtaining the Nova Scotia high school completion certificate.

Mathematics [Recommended in June, 1987 - 1 credit]

In order to obtain the Nova Scotia high school completion certificate, the Advisory Committee had recommended that one credit in mathematics be required. Some respondents stated that at least two compulsory credits should be required in mathematics.

Today's society expects schools to ensure that all students have an opportunity to become mathematically literate, to be capable of extending their learning, have an equal opportunity to learn, and become informed citizens capable of understanding issues in a technological society. Being mathematically literate means that an individual has the ability to explore, to conjecture, and to reason logically, as well as to use a variety of mathematical methods effectively to solve problems. Students need to learn more, and often different, mathematics if they are to function effectively in a world where mathematics is rapidly growing and is extensively being applied in diverse fields.

Under these circumstances, it is again recommended that one credit in mathematics be required in order to obtain the Nova Scotia High School Completion Certificate. It is emphasized that this is the minimum requirement and that students should be encouraged to continue taking additional mathematics courses whenever possible.

It is noted that this will have the further effect of making mathematics compulsory in grade 9.

Science [Recommended in June, 1987 - 1 credit]

Respondents recognized the need to prepare today's high school graduates to live in a complex and ever-changing technological world by providing a strong foundation in science and technology education. It was agreed that students need also to appreciate the influence that science plays in their lives and in the workplace and that emphasis on science-technology-society interactions should be an important focus for student learning.

The understanding and appreciation of science are essential components of a comprehensive education. Students need to question, explore, wonder about, reflect upon, and strive to solve problems associated with natural phenomena. This stimulates students to probe for reasons why the natural world is structured as it is. Science should be treated as a collection of developing ideas, a way of systematically thinking about the universe and a complex human enterprise.

The ever-increasing influence of science and technology in our society requires that students be given opportunities to develop confidence and competence in the use of technology as an effective tool for life-long learning. The ability to select, manipulate and apply information to new situations is essential to preparing students for the workplace. In addition, students need to practise strategies for creatively applying technology to solving problems and for critically evaluating science and technology innovations and their relationship to basic individual and societal needs.

The Committee had recommended that the choice of a compulsory science be one of physics, chemistry and biology, because these are the foundation of further scientific study, with physical science recommended as an alternative for students who might require a more general understanding of basic scientific principles.

All other sciences, such as geology, would continue to have full recognition as approved credits. It is expected that students will continue to take more than the minimum number of science credits in many cases, and it is recommended that they do so whenever possible.

It is therefore again recommended that one compulsory science credit be required for high school completion from physics, chemistry, biology and physical science. All other sciences currently prescribed as part of the public school program will be recognized for credit as in the past.

Social Studies [Recommended in June, 1987 - 2 credits]

Since Canadian studies are now covered extensively in the elementary and junior high grades, culminating in the new grade 9 Maritime Studies/ Études Maritimes program, and since there is a need for a broader outlook at the high school level, the Committee recommended that Canadian studies need no longer be a compulsory requirement for the high school completion certificate. However, it was recommended that there be a compulsory credit in global studies, plus one additional compulsory credit from geography, history or economics.

This recommendation met with general approval, but concerns were voiced by respondents about the nature of the proposed global studies course. The Committee wishes to confirm that this will be confined to designated social studies courses such as world history and world geography, that meet the criteria of expanding the student's knowledge of global issues and concerns, and of fostering awareness of the growing interdependency of nations. Existing social studies courses which qualify as global studies, may be supplemented by newly developed courses.

The Committee accordingly recommends that there should be two compulsory credits in social studies, with one to be selected from geography, history and economics, and one from a designated global studies category.

Fine Arts [Recommended in June, 1987 - 1 credit]

The recommendation of the Advisory Committee was that there be a compulsory fine arts credit to be selected from either drama, music, art, or another as approved.

This recommendation was well received by cultural organizations as well as by parents and educators.

Education in the arts assists us in perceiving, analysing, and interpreting ourselves, our community, our environment and our cultural heritage. The study of the arts provides the opportunity to see the world through the eyes of others. It adds a new dimension to the students' abilities to see the world, perceive problems and take action towards their solution. Art mirrors and influences the human conditions reflecting our origins, our history and our aspirations.

Education in the arts should be an essential part of the development of every child. Participation in art, drama, and music provides a unique mode of experience that stimulates creative and intuitive thought while developing the intellect. Arts education assists in perceiving and responding to the environment through the senses. It also helps in achieving self-discipline, experiencing success, and in realizing personal potential. Learning through the arts provides a fuller understanding and enjoyment of life. It also provides opportunities for students to explore careers in the fine arts.

In making the original recommendation for one fine arts credit, the Committee took care to consider the situation of smaller schools with fewer resources, often in areas remote from centres of the arts, and ascertained that they would have the resources to offer drama or some other aspect of arts education. While all questions raised about staffing and facilities have not been addressed, it is believed that the resources possessed by even the smaller schools do provide a starting point and that school boards should be encouraged by the Department of Education to make appropriate provision in their long-term plans for additional opportunities. After reconsidering its original suggestion regarding recognition of extracurricular courses, the Committee did not find this to be feasible at present.

The Committee therefore recommends that there be one compulsory credit in the fine arts, either drama, music, or art, for high school completion.

Practical and Technical Arts [Recommended in June, 1987 - 1 credit]

In the belief that high schools should offer the opportunity to complement the theoretical aspects of education with selected practical/technical offerings, the Committee had recommended the choice of one credit from a list of eight possibilities, including home economics,

industrial arts, life skills, computer studies, business education, physical education, career studies and health education.

An objection raised was that business education consists of individual courses, as well as being a distinct program in itself. As such, it is greatly valued by students and employers, and it should be preserved as a diploma program. The Advisory Committee concludes that the business education program should be reviewed separately by a sub-committee comprising the Department of Education consultant in business education and representatives of the standing advisory committee on the public school program.

The place of physical education in the curriculum was queried by many, most of whom felt that high school students should be required to take one credit in physical education. Some respondents also urged that health education should have a special emphasis in the high school curriculum.

The Advisory Committee recognizes that there is a pressing need for Nova Scotia high school students to be more physically active and more physically fit, as confirmed by recent national studies of the health attitudes and behaviors of young Canadians.

The Committee also accepts that the school cannot ignore the larger social issues that affect the daily lives of its students and considers it as a duty of the school to provide high school students with guidance and assistance, to help them make informed and wise personal and career decisions.

The Committee recommends that a course or courses be developed in accordance with Department of Education guidelines, to be comprised of physical education and life skills. Alternatively, credit could be available for two half-courses, one in physical education and one in life skills.

The life skills component should be an extension of the new course in Personal Development and Relationships and should be aimed at the needs of the maturing high school student, covering decision-making, communication, health, relationships, career planning and independent living.

The physical education component should focus on activities in which individuals can continue to participate throughout their lives, and should emphasize the value of maintaining fitness and an active lifestyle.

The Committee believes that its previous designation of "practical and technical arts" is not now appropriate. It recommends that the new compulsory component comprise independent living skills and physically active lifestyles.

<u>Acadian Schools</u> [Recommended in June, 1987 - 12 compulsory credits]

The high school experience of Acadian students must provide them with a firm foundation in their first language, in which they have chosen to be educated, and which they should be helped to maintain.

To incorporate these essentials, and in order to keep alternatives open for those graduates who might wish to have a choice of college or university in Nova Scotia or elsewhere, or who would work in the private sector, the Committee recommended that students enrolled in Acadian school programs take three French Language and three English Language credits.

As pointed out by some respondents, this would mean that graduates of Acadian schools would require 12 compulsory credits out of the recommended total of 18, thus narrowing their optional subjects to 6, instead of the current 9. In addition, there are other criteria that must be met in designated Acadian schools, with respect to the percentage of subjects to be taught in French.

Although the Committee gave further consideration in its review of recommendations to the effect of reducing the number of compulsory English credits required for the Acadian school certificate, it came to the conclusion that this could be detrimental to Acadian students, given their already unique circumstances and needs.

A sub-committee of mainly Acadian educators was established to provide further advice and assistance. The initial advice received is that Acadian high school students should continue to be required to take three English credits as recommended, but that the Acadian high school program as a whole should be the subject of continuing review and recommendation by the Acadian community.

The Advisory Committee affirms that the Acadian high school program has the same aims as the Nova Scotia high school completion program, but recommends that the unique characteristics of the former be taken into account, and that the Comité Avisoire des Écoles Acadiennes be asked by the Minister to consider the proposed new requirements for high school completion as they affect the Acadian schools, and to recommend any adjustments or changes judged to be necessary.

RECOMMENDATION NO. 2
NUMBER OF CREDITS REQUIRED FOR NOVA SCOTIA HIGH SCHOOL COMPLETION

(a) It is recommended that the number of credits required for Nova Scotia high school graduation be increased from 16 to 18, and that this recommendation be implemented for students entering grade 10 in September, 1989.

(b) It is recommended that the Department of Education, in particular the Curriculum Development/Élaboration de Programmes divisions, and the Inspection Services division work closely with school boards to supervise and monitor implementation of this requirement.

Number of Credits: Responses to Committee's 1987 Recomendation

At present, 16 credits are required to obtain a Nova Scotia high school completion certificate. However, to allow for the proposed increase in the number of compulsory credits, and to provide a high school completion program that would allow Nova Scotian students to participate in post-secondary education, a wide range of career possibilities, and the varied aspects of an active, rewarding life, it was recommended that the minimum number of credits for high school graduation should be raised from 16 to 18.

The rationale for this proposed increase was accepted by nearly all who replied, although some doubts were raised as to whether this would have the effect of increasing the length of the high school program for a number of students. There were also administrative concerns expressed about the need to change established timetabling procedures and about the possibility of having to add to staff in some cases.

Some respondents claimed that a combination of timetabling and the desire to leave a margin for failure might lead to students having to take 21 courses, just as many at present take 18. It was also suggested that this could lead to a four-year program for many more students than at present.

Number of Credits: Committee Review and Rationale

As it had not been intended that the recommendations should result in a four-year high school program, the Committee requested the aid of its Research Working Group in carrying out a second survey of the most recent high school graduates at the end of the 1987-88 school year. Conducted in collaboration with the Research Section of the Department, the results of this survey were considered and compared with the earlier 1985-86 survey.

The results of the study reconfirmed that the remaining majority of students would not experience unreasonable difficulty in taking the proposed complement of 18 courses.

It is also the Committee's continuing belief that at least 18 credits are necessary to provide Nova Scotia students with opportunities equal to those of graduates of other provinces and to ensure that their high school education will give them the necessary foundation of knowledge, skills and social awareness.

Timetabling samples were reconsidered, and further studied. It again appears to the Committee that related problems should be able to be resolved, given a suitable framework for planning.

The Committee therefore recommends that the number of credits required for high school completion should be 18, with school boards being permitted up to five years to assemble the necessary resources for full implementation of French, fine arts and the new independent living skills and physically active lifestyles components. Courses in fulfilment of the requirements in English, mathematics, social studies, and science are already available and should be compulsory for students entering grade 10 in 1989-90.

RECOMMENDATION NO. 3
NUMBER OF HOURS FOR CREDIT

It is recommended that courses approved for full credit for the purpose of a Nova Scotia High School Completion Certificate shall be of a minimum of 120 hours, and that this shall not preclude school boards from offering additional hours as circumstances permit.

Number of Hours for Credit: Responses to Committee's 1987 Recommendation

The Advisory Committee had recommended that the minimum hours for credit should be raised from 120 to 140 in the case of English, French first language, and mathematics, and should be established at 100 hours for the fine arts and practical and technical arts. All other subject areas should remain at 120 hours.

Although a number of school boards already allot extra time for some subjects, there were objections to the inflexibility introduced by formalizing such arrangements.

Several school boards felt that it would present an administrative problem, considering the additional credits they prefer to schedule to provide students with some flexibility. Subject teachers, including English teachers, believed that there are other priorities to be considered before that of extra time, one of which is quality of teaching.

Some respondents pointed out that since time on task has been shown to effect improvements in student progress in several subjects studied to date, and since all the subjects in the curriculum should be regarded as being of equal intrinsic worth, then all deserve the same allocations of time.

Number of Hours for Credit: Committee Review and Rationale

The Committee accepted this judgment by educators and administrators in the field and agreed to amend Recommendation No. 2 to the effect that all courses should require the same minimum amount of time for full credit, as at present, and that 120 hours should continue to be the required minimum in all cases.

The compulsory independent living skills and physically active lifestyles may be offered as two half-credits of 60 hours each, in accordance with Recommendation No. 1.

The Committee wishes to emphasize that 120 hours should be the minimum approved for allocation for credit by the Department of Education, as at present, and that this recommendation does not preclude school boards from offering additional hours as circumstances permit.

RECOMMENDATION NO. 4
INSTRUCTIONAL TIME

It is recommended that the Minister of Education change the current regulations to clarify the difference between instructional time and the length of the school day, and to ensure that a minimum of 300 minutes of instructional time per day is provided in every senior high school.

Instructional Time: Responses to Committee's 1987 Recommendation

The Committee had recommended that the Regulations under the Education Act be changed to clarify what is meant by "instructional time", to help ensure that a minimum of 300 minutes of instructional time per day is provided in every senior high school.

The Committee was concerned that the informal survey that it had conducted with respect to instructional time indicated that the current regulation is not being construed uniformly by administrators and that the minimum 300 minutes of instruction are not being provided in every case.

The Committee believed that it would not be possible for a high school to offer the additional credits recommended unless the requisite minimum 300 minutes of instruction were available to high school students equally throughout the Province.

Respondents generally accepted this recommendation and its rationale. However, some administrators expressed concern that major rescheduling of buses might be necessary, with the possibility that additional vehicles might be required in some rural situations.

Instructional Time: Committee Review and Rationale

Although not wishing to cause unwarranted administrative disruptions, the Committee maintains that schedules and busing are administrative services provided in support of the program. As such, they do not direct the program, but must be directed by it.

Knowing that it is the intent of the existing regulation that a minimum of 300 minutes of instruction per day be provided at the senior high level, it is recommended that school boards ensure that the current regulation is fully observed.

To facilitate adherence by school boards to the regulations governing the length of the school day, the Committee recommends that the regulations under the Education Act be clarified to indicate that recess, lunch hour, time to change classes and other such breaks should not be counted as instructional time.

RECOMMENDATION NO. 5
COURSE CODING SYSTEM

(a) It is recommended that most high school completion courses be designated "academic", with the exception of English, French, mathematics, science, and social studies, in which areas some specific courses may be designated "preparatory" by the Department, and taught in greater depth and at a higher level of abstraction, in order to prepare students to be able to continue their study of these subjects beyond high school.

(b) It is recommended that the course coding system be further simplified as follows:

first three letters [ENG]	= name of course [English]
first two digits [10]	= year in which [grade 10] course is normally taken
letter P if required	= denotes a preparatory course
additional letter(s) or digits, if required	= denote(s) special circumstances, such as Acadian program [A], immersion [I] etc., or two or more courses in the same discipline, offered in the same grade

(c) It is recommended that immediate consideration be given by all concerned to a further reduction of the multiple levels that remain in high school courses, to be accomplished within a period of ten years. Such a development should ensure that the high school experience more closely resembles that of the elementary levels, with less segregation of students of different abilities, and with the attention to individualized instruction and flexible teaching methods that characterizes the earlier school years.

Course Coding: Responses to Committee's 1987 Recommendation

The Advisory Committee had recommended changes in the course coding system to clarify the existing system, to reflect the changing composition of the high school student body, and to encourage the corresponding adaptation in teaching methods demanded by such a change.

Under the present coding system the first three letters designate the subject; the first digit indicates level of course, i.e., 5=honors, 4=university preparatory, 3=open category, 2=high school completion; the second digit designates year in which course is taught, i.e., 4=grade 12, 3=grade 11, 2=grade 10; and the third digit distinguishes between different courses, in the same subject, and at the same level. The Committee was told that students and their parents often found this system difficult to understand. Complaints were also made that the current 300 or "open" courses are rarely acceptable for post-secondary entrance or other further purposes, which has led to much pressure to have them redesignated "up" to 400. In 1981 the Department of Education first permitted these changes to take place upon application by school boards. The same course taught at the same level by two different boards may now be found to be designated 300 in one case and 400 in another.

Respondents did not favor the existing inequality. Some persons, however, responded that the better solution would be to revoke the permission previously granted and to return to a 300 level all those courses that are not offered as part of a continuum or as the foundation for further study or training, but that are intended to be "open" to all students.

Other respondents were disturbed by the fact that the Committee had made no mention of the course coding of certain disciplines, e.g., a language other than English or French, and the future status of such disciplines was not made clear anywhere in the interim report.

A number of respondents, including representatives of youth in the Youth Advisory Council, responded that the recommendations did not go far enough in considering the needs of the growing numbers of students who are staying in or returning to high school but whose aim is not university entrance.

Course Coding: Committee Review and Rationale

In view of these objections the Committee gave extensive further consideration to the available options.

It is clear that the advent of technology into all aspects of living and into the workplace has undeniable implications for education. Employers are seeking graduates with a sound knowledge of mathematics, good communication skills and demonstrated technological aptitude or awareness. Post-secondary institutions also place a heavy emphasis on communications skills and science. Global interdependence and the need to analyse the output of the various news media on national and international affairs speak for the importance of the various branches of social studies. French and English are becoming civic imperatives in our country, likely to be required by an increasing number of future aspirants to political office, or other public positions. Other languages are also gaining a larger place in Canadian society, whether they are the traditional "heritage" languages of early settlers, or the newer languages of more recent immigrant groups, or reflections of changing trends in global trade and commerce.

All sectors of society, including students themselves, favor a well-rounded education, of a high standard, for every high school student. Any who started at a disadvantage, or have special needs, should have the added attention they may need. All courses should be of equal value and all should be taught effectively.

Some circumstances, including the need to meet the academic criteria of post-secondary entrance, require graduates to show a record of their abilities and their aptitude for more complex or more abstract study. There are high school completion courses available for such purposes, which may be so designated. However, serious consideration should be given to further reduction of the differentiation in high school courses that this creates. Teachers should be encouraged, through in-service and professional development as necessary, to focus on students with their

individual needs. This approach should make it possible to move into a one track system within the next ten years, in a continuation of current practice in elementary and junior high grades.

There are 140 courses currently available under the Nova Scotia high school completion program. Other courses developed locally and approved by the Department of Education may be taken as elective credit courses. It is recommended that all high school completion courses be regarded as preparing high school students for entry into work, society and further study as required, and that this should be reflected in the manner of teaching of every course. In addition, some courses in English, French, mathematics, science and social studies designated by the Department of Education also may be offered as "preparatory" courses, designed to meet the requirements for some post-secondary entrance or other options for further study.

It is further recommended that the current system of course coding be simplified to indicate the name of the course (3 letters), the grade level at which normally taught (10, 11, 12), followed by additional letters as required, whether to indicate "preparatory" or to distinguish between courses in the same subject, at the same grade level. A letter may be added to designate a course with some other distinguishing feature, e.g., in an Acadian or immersion program, or taught in a Francophone school.

RECOMMENDATION NO. 6
RELATED CONCERNS

It is recommended that the Minister follow up the discussions of the Steering Committee on Alternatives by establishing a Task Force with the mandate to develop alternatives to enhance the learning opportunities of students entering high school, particularly those who have difficulty meeting the criteria of current program offerings.

A number of submissions and responses referred to issues which were related to the high school program, but were outside the specific mandate of the Advisory Committee with regard to the credit system.

One problem that seemed to the Committee to be particularly pressing, in view of the increasing retention rate of students entering high school, is the evident lack of suitable alternatives to meet the needs of some students, including those from the adjusted program.

The adjusted program was originally intended to lead to employment or, possibly, to an intermediate industrial or other vocational option. At present, however, the demand for higher qualifications, and the difficulties in finding employment without these, make it increasingly difficult for many young people without high school completion to find jobs.

Some students have more limited opportunities for admission to vocational programs than previously, because of growing competition, and the gradual raising of standards of entry to these programs. Their place in the new community college system in Nova Scotia is as yet unclear. However, they are remaining in or returning to high school in greater numbers than ever before, as is reflected in the current Nova Scotia high school retention rate of 79 percent from P-12, which rises to over 90 percent when students of high school level vocational programs in community colleges are taken into account.

Currently, a significant number of such students are now enrolling in the 200 level courses, although the latter were not designed for their needs. Furthermore, the education of the students for whom the 200 level courses were intended was being adversely affected in some cases by the influx of a growing group of students who require additional time and resources.

The Advisory Committee was concerned by these facts and recommended that consideration be given to the development of alternatives as required, to meet the needs of high school students.

The Advisory Committee is pleased to note the support of the Minister for its recommendation to establish a steering committee to review these concerns. The steering committee has been established, and will recommend the terms of reference for development of the required alternatives.

The Advisory Committee is pleased to confirm that several of the other related issues that were brought to the attention of the Minister in its first report have been acted upon as follows. The remaining items are recommended for future action, as described.

a) Review of the need for a special education high school completion certificate in recognition of the efforts of the special education students who are attending high school.

Action Taken: The Minister has since approved and introduced a high school completion certificate as recommended.

b) Consideration of guidelines (to school boards) for credit to be given for certain out-of-school, employment-related experiences, such as work experience, and certain community-based learning experiences that complement the school curriculum.

Action Recommended: The Committee recommends that the Minister continue to consider various out-of-school community experiences which complement delivery of school curriculum, and which would serve to broaden the students' knowledge and skills.

c) Review of the role and training of guidance counsellors to ensure that they are able to assist fully in the successful implementation of the proposed new credit system.

Action Taken: Along with the appointment of a guidance consultant, whose mandate included a review of the role of the guidance counsellor, the Department of Education published new guidelines for guidance counsellors which help define their responsibilities more clearly in this regard.

d) Consideration of recognition for summer school funding of remedial and study skill courses.

Action Taken: This has been referred to the Department of Education for consideration.

e) Review of the role of honors courses.

Action Recommended: The Committee recognizes that honors courses may be one means of challenging some highly motivated and gifted students, and recommends that school boards should continue to be permitted to offer these courses. However, it is acknowledged that this is only one answer to serving such pupils. Individual boards should be encouraged to seek alternatives to help gifted students achieve their potential. The Department of Education should also examine how the needs of this population can be met and should be prepared to assist school systems to more effectively address these concerns in a manner consistent with a student-centred learning approach.

f) Reconsideration of the intended role of daily physical activity in the high school.

Action Taken: A committee has been established by the Department of Education to review daily physical activity.

g) Emphasis to be given to oral communication in the language arts program.

Action Recommended: It is recommended that the concern about the need for attention to oral communication in the language arts program and its implementation be referred to the Curriculum Division of the Department of Education for investigation and action.

h) Continuing review of subject content and methodology related to the recommended changes, as part of the established curriculum development procedures of the Department of Education.

Action Recommended: It is recommended that the Department of Education review the requirement for education in the arts, French, global studies and independent living skills and physically active lifestyles, and develop new courses and guidelines as required to ensure the effective implementation of the recommendations on the Nova Scotia high school completion program.

RECOMMENDATION NO. 7
PUBLICIZING RECOMMENDATIONS

It is recommended that these recommendations be made public, along with the Minister's response.

The Advisory Committee thanks the Minister for making the interim report available, as a discussion paper, to school boards, educational administrators, teachers, parents, municipalities, universities, other educational institutions, and the general public.

The Committee also wishes to express its gratitude to the many respondents who called, wrote letters, came in person, and/or prepared submissions with respect to the original report and its recommendations.

The interest in these recommendations displayed by citizens in all walks of life, and the quality of the responses, indicate that a challenging high school education for all is a priority in Nova Scotia.

RECOMMENDATION NO. 8
IMPLEMENTATION PROJECTIONS

It is recommended that the Minister request school boards to develop their projections on implementation of the recommendations and to submit these plans of action through the Inspector of Schools, within six months of the date of adoption of these recommendations.

RECOMMENDATION NO. 9
COMMUNICATION

In the implementation of those recommendations which are adopted by the Minister of Education, the Advisory Committee on the Public School Program recommends that there be assistance to and continuing communication by the Department of Education with all responsible for effecting these changes.

In the opinion of the Advisory Committee, continuing communication on the high school program should involve not only those in the field of education, but also employers, business people, and the public at large, who all have a stake in the effective delivery of a well-considered, excellent high school education for the young people of Nova Scotia, in a school environment which will help students to learn, grow, thrive and excel.

SUMMARY OF RECOMMENDATIONS

Recommendation No. 1

(a) For the purpose of the Nova Scotia High School Completion Certificate, it is recommended that there be 10 compulsory credits:

Compulsory Credits

3 English Language Arts
1 French Language Arts (Acadian schools - 3 French)
1 Mathematics
1 Science from:
  Physics
  Chemistry
  Biology
  Physical Science
2 Social Studies:
  1 Global Studies
  1 from Geography
       History
       Economics
1 Fine Arts from
  Drama
  Music
  Art
½ Independent Living Skills
½ Physically Active Lifestyles

Total = 10 compulsory credits (Acadian schools = 12)

(b) It is recommended that school boards be allowed up to five years to permit the resources to be assembled for full implementation of the compulsory French, fine arts, independent living skills and physically active lifestyles credits. Students entering grade 10 in September, 1989 will be required to take 18 credits and to fulfil the compulsory requirements in English, mathematics, social studies and science. Compulsory credits in French, fine arts and independent living skills and physically active lifestyles will be required of students entering grade 10 in September, 1993.

(c) It is further recommended that the high school completion program for students in Acadian schools continue to be reviewed as to the implications and implementation of these changes, with the assistance of a Minister's Comité Avisoire sur l'Éducation, involving representatives of the Acadian community.

(d) It is recommended that the role of business education be reviewed by the sub-committee on business education of the Advisory Committee on the Public School Program, and that this review be considered at an appropriate time by the standing advisory committee.

Recommendation No. 2

(a) It is recommended that the number of credits required for Nova Scotia high school graduation be increased from 16 to 18, and that this recommendation be implemented for students entering grade 10 in September, 1989.

(b) It is recommended that the Department of Education, in particular the Curriculum Development/Élaboration de Programmes divisions, and the Inspection Services division work closely with school boards to supervise and monitor implementation of this requirement.

Recommendation No. 3

It is recommended that courses approved for full credit for the purpose of a Nova Scotia High School Completion Certificate shall be of a minimum of 120 hours, and that this shall not preclude school boards from offering additional hours as circumstances permit.

Recommendation No. 4

It is recommended that the Minister of Education change the current regulations to clarify the difference between instructional time and the length of the school day, and to ensure that a minimum of 300 minutes of instructional time per day is provided in every senior high school.

Recommendation No. 5

(a) It is recommended that most high school completion courses be designated "academic", with the exception of English, French, mathematics, science, and social studies, in which areas some specific courses may be designated "preparatory" by the Department, and taught in greater depth and at a higher level of abstraction, in order to prepare students to be able to continue their study of these subjects beyond high school.

(b) It is recommended that the course coding system be further simplified as follows:

first three letters [ENG]	= name of course [English]
first two digits [10]	= year in which [grade 10] course is normally taken
letter P if required	= denotes a preparatory course
additional letter(s) or digits, if required	= denote(s) special circumstances, such as Acadian program [A], immersion [I] etc., or two or more courses in the same discipline, offered in the same grade

(c) It is recommended that immediate consideration be given by all concerned to a further reduction of the multiple levels that remain in high school courses, to be accomplished within a period of ten years. Such a development should ensure that the high school experience more closely resembles that of the elementary levels, with less

segregation of students of different abilities, and with the attention to individualized instruction and flexible teaching methods that characterizes the earlier school years.

Recommendation No. 6

It is recommended that the Minister follow up the discussions of the Steering Committee on Alternatives by establishing a Task Force with the mandate to develop alternatives to enhance the learning opportunities of students entering high school, particularly those who have difficulty meeting the criteria of current program offerings.

Recommendation No. 7

It is recommended that these recommendations be made public, along with the Minister's response.

Recommendation No. 8

It is recommended that the Minister request school boards to develop their projections on implementation of the recommendations and to submit these plans of action through the Inspector of Schools, within six months of the date of adoption of these recommendations.

Recommendation No. 9

In the implementation of those recommendations which are adopted by the Minister of Education, the Advisory Committee on the Public School Program recommends that there be assistance to and continuing communication by the Department of Education with all responsible for effecting these changes.

RESPONSES RECEIVED
TO THE REPORT AND RECOMMENDATIONS OF JUNE, 1987
TO THE ADVISORY COMMITTEE ON THE PUBLIC SCHOOL PROGRAM

Andrews, David H., Teacher Halifax West High School	July 27, 1988
Annapolis District School Board	November 23, 1987
Annapolis District Home Economics Association	October 13, 1987 November 16, 1987
Annapolis West Education Centre	October 26, 1987
Antigonish District School Board	October 16, 1987
Art Teachers Association of Nova Scotia	September 24, 1987 October 1, 1987 November 30, 1987 January 28, 1988
Ash, Sylvia	August 7, 1987
Association of French Teachers in the County of Annapolis	February 23, 1988
Association of Nova Scotia Educational Administrators	November 27, 1987
Association of Professional Engineers	March 8, 1988
Association of Science Teachers	November, 1987
Atlantic Council of Teachers of German	November, 1987
Atlantic Provinces Council on Sciences--Geology	March 23, 1988
Barbrick, Nelson, Curriculum Supervisor Shelburne County District School Board	June 29, 1987
Boswell, E. June, Head of Guidance Halifax West High School	October 29, 1987
Boudreau, Désiré A., Inspector of Schools, on behalf of administrators in the Yarmouth and Shelburne County inspectorate	October 29, 1987 December 1, 1987
Business Education Department J. L. Ilsley High School	September 29, 1987
Business Education Department Saint Patrick's High School	November 23, 1987

Business Education Teachers Association	September 25, 1987 November 16, 1987
Callaghan, J. Clair, President Technical University of Nova Scotia	July 23, 1987
Cameron, Douglas M. Annapolis West Education Centre	November, 1987
Cameron, Robert J.	July 24, 1987
Centre/Riverport Board of School Trustees	November 25, 1987
Chamber of Mineral Resources of Nova Scotia	March 23, 1988
Chester Basin Elementary School Parent-Teacher Group	November 30, 1987
Chipman, Isabel, Supervisor of Home Economics Halifax District School Board	November 30, 1987
Clark, H. C., President and Vice-Chancellor Dalhousie University	July 15, 1987
Cochrane, Mary Ruth	August 3, 1987
Colchester-East Hants District School Board	September 28, 1987
Conseil Scolaire-Clare Argyle School Board	December 22, 1987
Consumers' Association of Canada	November 24, 1987
Cordeau, Sister Agnes, Principal, Holy Angels High School (Personal)	December 16, 1987
Cumberland District School Board	November 20, 1987
Dartmouth District School Board	December 2, 1987
Department of Music Education Halifax District School Board	October, 1987
Devanney, Burris, Acting Principal Halifax West High School	November 6, 1987 November 30, 1987
Dexter, Noel J., Principal Park View Education Centre	November 10, 1987
Digby District School Board	November, 1987
Educational Drama Association	October 10, 1987

Feetham, Marion, Vocational Educator	November 3, 1987
Fox, Barry & Janet	November 11, 1987
Frank, Blye W., Lecturer Acadia University	June 22, 1987
Giffin, Shirley E.	September 11, 1987
Gunnery, Sylvia, Education Representative, Writers Federation of Nova Scotia	August 17, 1987
Guysborough County District School Board	November 23, 1987
Halifax County-Bedford District Home Economics Committee	October 16, 1987
Halifax County-Bedford District School Board	December 1, 1987
Halifax District School Board	November 3, 1987
Hants East Rural High School Home and School Association	November 26, 1987
Hants West District School Board	October 23, 1987
Harris, J. Robert, Principal, and staff, Yarmouth Consolidated Memorial High School	September 25, 1987
Barnett, Donna Boudreau, Linda Burbine-Cooke, Deborah Burns, Arlene Carter, Karen Cross, Deborah Cunningham, Donna MacNeil, Melissa McNeill, Linda Miller, M. Lorraine Mitchell, Joan Morris, Donna Moutton, Isabel Myers, Donna Naugler, Laura Patterson, Shirley Pulsifer, Judy Wheten, Mrs. Donna Home Economics Educators	September 18, 1987
Home Economics Teachers Halifax District School Board	November 27, 1987
Home Economics Teachers Richmond District School Board	November 25, 1987
Home Economics Teachers Association	July 15, 1987 November 9, 1987 November 16, 1987
Holy Angels High School Staff	December 16, 1987

Ian Forsyth Home and School Association	November 28, 1987
Inspectors of Schools	February 2, 1988
Inverness Home and School	November 25, 1987
Isle Madame Elementary Home and School Association	November 26, 1987
Johnson, Allister C.	November 19, 1987
Keith, Don, Science Co-ordinator	
Dartmouth District School Board	December 11, 1987
- 18 geology teachers	January 19, 1988
- 4 university geology departments	February 15, 1988
- Howard V. Donohoe, Jr., Ph.D., regional geologist	February 26, 1988
Kings County Academy Support Group for Children with Learning Disabilities	August 6, 1988
Kings County Committee for Quality Education	December 22, 1987
Baltzer, Bonnie Hubbard, Linda MacDonald, Heather Munro, Sheila Spindler, Beth Woodworth, Marianne Kings County Home Economics Teachers	July 24, 1987
Kings County District School Board	November 25, 1987
Kings County Junior General Teachers' Association	November 26, 1987
Kings County Music Educators Association	October 20, 1987
Longard, Krista Josey Phillips, Lynn Evans Park View Education Centre	October 30, 1987
Lunenburg County District School Board	December 16, 1987
Mabou Gaelic and Historial Society	February 1, 1988
MacDonald, Mary Jess	September 11, 1987
Macdonald, Norman, Associate Professor, Celtic Studies, University College of Cape Breton	March 16, 1988

MacEachern, John J., School Counsellor Mabou Consolidated School	November 30, 1987
MacLean, Ken	October 13, 1987
MacLeod, Verna M. J. L. Ilsley High School	November 26, 1987
March, Leonard	February, 1988
Mathematics Teachers Association	November 9, 1987
McCurdy, Barbara Halifax West High School	November 5, 1987
McDonald, Robert S. Mount Saint Vincent University	August 13, 1987
Mehlman, Clement Park View Education Centre	November 5, 1987
Mi'kmawey School (Chapel Island Band Council)	December 9, 1987
Mitic, W., Assistant Professor Dalhousie University	November 20, 1987
Morrison Glace Bay High School Home and School Association	November 23, 1987
Mount Saint Vincent University	November 18, 1987
Myers, Dr. Marie J., Dalhousie University and Queen Elizabeth High School	October 6, 1987
New Ross Trustees	February 24, 1988
Nichols, J. Richard	November 16, 1987
Nova Scotia College of Art and Design	November 30, 1987 January 28, 1988
Nova Scotia Commission on Drug Dependency	January 5, 1988
Nova Scotia Designer Crafts Council	July 3, 1987
Nova Scotia Home Economics Association	November 30, 1987
Nova Scotia Industrial Arts Association	October 4, 1987
Nova Scotia Music Educators' Association	November 23, 1987
Nova Scotia School Counsellors Association	January 25, 1988

Nova Scotia Teachers College	October 19, 1987
Nova Scotia Teachers Union	February 16, 1988
Phippard, Maureen Murphy	November 14, 1987
Adams, Norma Astephen, John Burchell, Robert F. Grandy, Gregory Law, Mike Morse, Heather Physical Education Consultants/Supervisors	 September 16, 1987 October 20, 1987
Pictou District School Board	November 25, 1987
Port Hood Consolidated School	November 30, 1987
Powell, Karen, for English teachers Yarmouth Consolidated Memorial High School	November 29, 1987
Public Legal Education Society of Nova Scotia	September 4, 1987
Queens District School Board	November 26, 1987
Rice, Donna L.	November 9, 1987
Richmond District School Board	December, 1987
Runte, Roseann, President Université Sainte-Anne	July 13, 1987
Savage, John, Mayor, City of Dartmouth	November 19, 1987
Selig, Wade	November 1, 1987
Senior High Home Economics Task Force Campbell, Frances Degaust, Avis Giffen, Shirley McCurdy, Barbara	 November 27, 1987
Seymour, Helen, Home Economics Teacher, Horton District High School	August 17, 1987
Shelburne County District School Board	November 23, 1987
Shelburne Regional Vocational School	November 13, 1987

Smith, Virginia M., Supervisor of Special Education Yarmouth District School Board	November 6, 1987
Stephen, Virginia, Education Curator, Art Gallery of Nova Scotia	November 27, 1987
Tanner, Christiane, Head of French Department Riverview Rural High School	November 9, 1987 November 19, 1987 June 2, 1988
Tate, Brenda J., Teacher Yarmouth Consolidated Memorial High School	November 9, 1987
Teachers Association for Physical Education Richmond Local	December 9, 1987
Teachers Association for Physical Education	September 14, 1987
Verabioff, Lorne J. Dalhousie University	November 26, 1987
Visual Arts Nova Scotia	July 25, 1988
Vocational Teachers Association	November 20, 1987
Voluntary Planning, Human Resources Sector	August 16, 1988
Wagmatcook Board of Education	November 19, 1987 November, 1987
West Kings District High School Support Group	June 7, 1988
Women's Institutes of Nova Scotia	February 24, 1988
Work Education Association of Nova Scotia	February 16, 1988
Yarmouth Consolidated Memorial High School - Principal and Staff - English teachers	 December 26, 1987 November 29, 1987
Yarmouth District School Board	December 16, 1987
Youth Advisory Council	January 9, 1988
Zinck, Donald M.	November 6, 1987